



IDAHO
COLLEGE & CAREER
READINESS ACADEMY

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Idaho College and Career Readiness Academy

2014 Strategic Plan

Mission

IDCCRA is a virtual career-technical education charter school that provides an occupational sequence of instruction that will prepare Idaho students to obtain the necessary technical skills needed to succeed.

Vision

To create a virtual career-technical education charter school which will provide an appropriately sequenced curriculum that will equip the student with the foundational academic and technical skills to enable them to pursue post-secondary education, achieve occupational certifications, or enter directly into the work force.

The school's focus on career-technical education will:

- Provide an alternative to academic virtual schools
- Provide career pathways to students who are:
 - Geographically Dispersed
 - Academically Deficient
 - At Risk and Underserved
- Provide Idaho industries with educated and employment ready individuals.

Goals

- IDCCRA students will be proficient in the core academic subjects of reading, language arts, and math.
- IDCCRA students will achieve career-technical occupational proficiency based on industry standards.
- IDCCRA will provide online instruction in the core and technical subjects.
- IDCCRA students will achieve academic growth necessary to reach proficiency and will be provided with additional academic support services.

Design Elements

The School shall implement and maintain the following essential design elements of its educational program:

- Provide academic core curriculum aligned to state standards
- Provide a sequence of instruction in career-technical pathways
 - A pathway is a three-year sequence of focused coursework in a particular career cluster
 - All students will be continually enrolled in career technical coursework
- Place each student with an advisory teacher
- Foster industry involvement

Executive Summary

Essential to any successful society is an educated and trained workforce. Within the U.S. however, there is growing evidence of a “skills gap” in which many young adults lack the skills needed for high demand, high skilled, high wage jobs. Economic reports estimate that about half of the jobs that will be available in the coming years will require technical education and training. Most of these skills can be obtained with advance technical courses in high school or technical certificates or two year degrees from technical colleges.

In order to meet the labor needs of Idaho business and industries, the Idaho College and Career Readiness Academy (IDCCRA) board intends to create a quality virtual charter school that uses technology to connect academically at risk, underserved, or geographically dispersed students in Idaho in a 21st century learning community focused on academic and technical results. The IDCCRA team of highly qualified staff, in collaborating with parents and business and industry representatives, will strive for student mastery of a rigorous, research-based curriculum aligned to Idaho academic and technical standards. This unique program will put public school accountability, teacher competence, and meaningful parent/adult involvement at the center of student learning.

IDCCRA will provide a high-quality, innovative, and effective individualized virtual charter school education to students who, for a variety of reasons, choose to be, or must be, educated in a virtual school setting.

IDCCRA course offerings will allow students to explore and focus on occupations of interest. These programs will have the capacity to enrich a student’s educational experience while maximizing their ability to be successful within the community and work force. Successful completion of these courses will:

- Provide students the foundation to be successful in pursuing post-secondary occupational certifications
- Provide the career and technical skills required to be marketable in Idaho business and Industry
- Provide work skills required to be successful on the job.

To guide students towards academic success, IDCCRA will require all students to attend an enrollment meeting that will include the creation of an Individualized Learning Plan (ILP). Through development of the ILP and counseling, students will create a path towards graduation and post-secondary or career options.

Hurst, Dustin. “Idaho businessmen warn of looming worker shortage.” *IdahoReporter.com*. 26 Jan. 2010. Web. 5 Sept. 2013.
<http://www.idahoreporter.com/2010/idaho-businessmen-warn-of-looming-worker-shortage/>

NewsUSA. “Tradesman Shortage Looms.” *NewsUSA @NewsUSA.com*. 7 Aug. 2013. Web. 5 Sept. 2013.
http://www.idahostatejournal.com/vac/business_and_careers/article_24d7a690-1a45-54ff-a439-4eefe1230345.html

J.A. and Kathryn Albertson Foundation. “Skills Gap Data and Reports” Jan. 2012. Web. 5 Sept. 2013
<http://www.jkaf.org/pdfs/JKAF-Skills-Gap-Data-Full-Packet.pdf>



MISSION-SPECIFIC GOALS				
Measure 1	Is the school helping students in the Manufacturing pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Manufacturing course scored an 80% or higher on the NOCTI Manufacturing Assessment.		0	
				0.00
Notes	The 1 st and 2 nd Manufacturing courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data no later than October 1 each year.			
Measure 2				
Measure 2	Is the school helping students in the Technology pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		175	
	Meets Standard: 65% to 84% or more of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level		70	



	Technology course scored an 80% or higher on the NOCTI Technology Assessment.			
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Technology course scored an 80% or higher on the NOCTI Technology Assessment.		0	
				0.00
Notes	The 1 st and 2 nd Technology courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data no later than October 1 each year.			
Measure 3	Is the school helping students in the Business pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Business course scored an 80% or higher on the NOCTI Business Assessment.		0	
				0.00
Notes	The 1 st and 2 nd Business courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data no later than October 1 each year.			
Measure 4	Is the school helping students in the Health pathway to successfully acquire the appropriate level of industry skills?	Result	Points Possible	Points Earned



	Exceeds Standard: 85% or more of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Business Assessment.		175	
	Meets Standard: 65% to 84% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Business Assessment.		140	
	Does Not Meet Standard: 45% to 64% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Business Assessment..		70	
	Falls Far Below Standard: Less than 45% of students who completed the 1st or 2nd level Health course scored an 80% or higher on the NOCTI Business Assessment.		0	
				0.00
Notes	The 1 st and 2 nd Health courses will be year-long courses. IDCCRA will administer the NOCTI Assessment as a post assessment within 30 instructional days of the end of the school year. The school will report data no later than October 1 each year.			
The following mission-specific measures demonstrate IDCCRA's long-term commitment to ensure that students are well-prepared for employment in career-technical industries. The goals have not been assigned any points towards the school's accountability designation during the first certificate term, as the relevant data will not be available until after the conclusion of the school's first certificate term.				
Measure 1b	Is the school successfully preparing Manufacturing pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who complete the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who complete the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting			



	or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who complete the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who complete the capstone course in the Manufacturing pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Manufacturing.			
				0.00
Notes				
Measure 2b	Is the school successfully preparing Technology pathway students for the workplace?	Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who complete the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who complete the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who complete the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who complete the capstone course in the Technology pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Technology.			
				0.00



Notes					
Measure 3b	Is the school successfully preparing Business pathway students for the workplace?		Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who complete the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.				
	Meets Standard: Beginning in 2017-2018, 50% to 74% of 12th grade students who complete the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.				
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of 12th grade students who complete the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.				
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of 12th grade students who complete the capstone course in the Business pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Business.				
					0.00
Notes					
Measure 4b	Is the school successfully preparing Health pathway students for the workplace?		Result	Points Possible	Points Earned
	Exceeds Standard: Beginning in 2017-2018, 75% or more of 12th grade students who complete the capstone course in the Health pathway demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.				



	Meets Standard: Beginning in 2017-2018, 50% to 74% of students in the Health Thread demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.			
	Does Not Meet Standard: Beginning in 2017-2018, 25% to 49% of students in the Health Thread demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.			
	Falls Far Below Standard: Beginning in 2017-2018, less than 24% of students in the Health Thread demonstrated workforce readiness skills by meeting or exceeding the written cut score on the NOCTI Pathways Assessment for Health.			
				0.00
Notes				